

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS  
PROGRAM

ANNUAL PERFORMANCE REPORT

U.S. DEPARTMENT OF EDUCATION

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# Instructions

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This set of forms is your annual performance report for your 21<sup>st</sup> Century Community Learning Center grant. Due to the different schedules for the availability of certain measures, such as end of the year grades, you may be asked to complete the final, academic achievement section of this report by a later date than the first two sections of the report. ***If your reporting period ends in April, all academic achievement data will be due in October. If your reporting period ends in October, all data will be due in October.***

For each set of reporting forms you may attach a cover letter explaining any factors which you feel may provide a context for understanding your performance data. For example, you may want to note if you serve a highly mobile student population which makes it difficult to measure regular attendees; if school construction limited the number of students your program could serve; or if test scores were unusually high last year so gains this year seem less significant than perhaps they should. *Please delete the instructions for individual pages prior to submitting your report.*

**Student sampling strategy:** If your site has less than 200 students who regularly attend<sup>1</sup>, report information for all of these students. If your site has more than 200 students who regularly attend, we strongly recommend you randomly select 200 students to include in your annual report. One method of random sampling is to select every n<sup>th</sup> student from an alphabetical list of regular attendees until you have a sample of 200 students.

**Teacher selection:** For every student you have identified as a regular attendee, select one regular school day teacher to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21<sup>st</sup> CCLC program staff, it is preferable to survey teachers who are not also program staff.

All data requested pertaining to academic achievement should be reported separately for each grade range served by your program (e.g., elementary, middle, and high school). For example, for a given table, if your site serves grades K-8, you would complete one table for regular attendees who are in elementary school (K-5) and a second table for regular attendees who are in middle school (6-8).

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<sup>1</sup> Regular attendees are those students who have attended the program a minimum of 30 days or more, or 10 days or more if your program follows a drop-in model (see 2.9 and 2.10).

The data you record for the annual performance report will be used by the Department Project Officers to monitor your progress and will be used to report to Congress on the 21<sup>st</sup> Century Community Learning Center program performance indicators which can be found in Appendix A.

You may find it helpful to read through all of the forms prior to entering any data. This will allow you to gain an understanding of exactly what information is being requested from you and will lessen the likelihood of having to repeat the process of locating and entering data.

### **Paperwork Reduction Act Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0177** and will expire on **02/28/2003**. The time required to complete these forms is estimated to average 30.25 hours, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to:** U.S Department of Education, Washington, DC 20202-4651.

**If you have any comments or concerns regarding the status of your individual submission of this form, write directly to:** Carol J. Mitchell, Office of Elementary and Secondary Education (OESE), U.S. Department of Education, Federal Office Building 6, 400 Maryland Avenue, SW, Room 5W252, Washington, DC 20202.

# GRANT- LEVEL INFORMATION

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## *Instructions for Page 5*

- 1.1 – This narrative box provides you with an opportunity to describe the goals of your project. In addition, you may provide more detailed information regarding any special focus your project may have had.

## 1.1: Project Focus, Goals & Objectives

*Please list or describe your project goals here. If your project had a special focus, please provide a description of that focus, too. If you proposed to address any of the competitive priorities identified by ED in the 21<sup>st</sup> CCLC grant competition (e.g., assisting students in meeting or exceeding state and local standards in core academic subjects), please also describe how you did so.*

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## *Instructions for Page 7*

1.2 – Please provide the requested information about status of your project.

## 1.2: Project Status

*Please provide a general summary of the current status of your project, including the extent to which you have implemented all planned project activities and components. If a planned activity was not conducted as scheduled, explain why. Your summary should be limited to 3-4 pages.*



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## *Instructions for Page 9*

1.3- Please provide the requested information about your budget expenditures.

## 1.3: Budget

❖ *Complete budget table below for your project's current budget period (12 month period).*

Budget Category	Budget allocation	Anticipated Expenditure (as of end of budget period)	Anticipated Carryover (as of end of budget period)
Personnel			
Fringe Benefits			
Travel			
Equipment			
Supplies			
Contractual			
Construction			
Other			
Total Direct Costs (lines 1-8)			
Indirect Costs			
Training Stipends			
<b>Total Costs</b>			

In each row budget allocation = anticipated expenditure + anticipated carryover

❖ *Please give a narrative explanation for and plans for expending anticipated carryover amount.*

❖ *Please indicate local or other matching contributions (in-kind or monetary contributions from funding sources outside of this grant).*

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## *Instructions for Page 11*

- 1.4 – Enter the number of adults (19 years and older) and students (up to and including 18 years old) who attended your project for each time period indicated. If your project keeps an attendance list for each activity and a person attended more than one activity, please do **not** double count that person. In the first row, please indicate the number of participants who attended during the academic year. In the second row, please indicate the number of participants who attended during the summer. In the third row, please indicate the number of participants who attended during **both** the academic year and the summer. In the fourth row, add the first two rows together then subtract the third row. This should result in the total number (unduplicated) of people served in the past year.

1.4: *How many individuals participated in your project, by age, and by time of year?*

	COLUMN A	COLUMN B
<b>What is the total number of...</b>	<b># of adult attendees (19 years old or older)</b>	<b># of student attendees (up to and including 18 years old)</b>
Individuals served during the past academic year		
Individuals served during the past summer	+	+
Individuals served during both the past academic year AND summer	-	-
Total individuals served in the grant year*	=	=

\*Note: As a check on the accuracy of your figures, if you add the first two rows together then subtract the third row, you should get the total number (unduplicated) of people served in the grant year (last row).

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## *Instructions for Page 13*

- 1.5 -- Please use this narrative box to describe any lessons you have learned about your project from the data contained within this report. In addition, please describe any adjustments that you plan to make to your project based on the information collected for this report.

## 1.5: Lessons Learned and Planned Adjustments

What lessons have you learned about your project from the data contained within this report?

Describe the adjustments, if any, that you plan to make to your project based on the information collected for this report.

Please list any other changes you plan to make this year.

# **SITE-LEVEL INFORMATION**

***(A separate set of this section of the report  
should be completed for each site)***

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## *Instructions for Page 16*

- 2.1 – Record the name of the 21<sup>st</sup> CCLC program site for which you are reporting data.
- 2.2 – Enter the grade levels served during the regular school day by the school at which your 21<sup>st</sup> CCLC program site is operated. The host school is the school at which your 21<sup>st</sup> CCLC program site operates.
- 2.3 – Report the components of the 21<sup>st</sup> CCLC program at your site, if any, that were operating prior to receiving 21<sup>st</sup> CCLC funds.
- 2.4 – Record the date corresponding to the day on which each program component at your site was first opened for operation as a 21<sup>st</sup> CCLC component.
- 2.5 – This table is similar to a checklist. Please place an “X” in the cells corresponding to the hours that your site is open each day of the week during the school year. Remember to total the hours for each row and each column (corresponding to the days of the week).



- 2.1 Which program site are you reporting on? \_\_\_\_\_
- 2.2 What grade level does the host school serve? \_\_\_\_\_
- 2.3 Were any of the following components running prior to the inception of 21<sup>st</sup> CCLC funding?
- ☐ After-school ☐ Summer ☐ Other \_\_\_\_\_
- 2.4 When did each component begin serving students as a 21<sup>st</sup> CCLC component? (day/month/year)
- After-school: \_\_\_\_\_
- Summer: \_\_\_\_\_
- Other: \_\_\_\_\_

2.5: *School year.* In a typical week, what hours is the Center at this site open? (Exclude summer if hours of operation were different.)

*Please place an "X" in boxes when the Center is OPEN during the school year.*

	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL
6 TO 7 A.M.								
7 TO 8 A.M.								
8 TO 9 A.M.								
9 TO 10 A.M.								
10 TO 11 A.M.								
11 A.M. TO 12 P.M.								
12 TO 1 P.M.								
1 TO 2 P.M.								
2 TO 3 P.M.								
3 TO 4 P.M.								
4 TO 5 P.M.								
5 TO 6 P.M.								
6 TO 7 P.M.								
7 TO 8 P.M.								
8 TO 9 P.M.								
LATER THAN 9 P.M.								
<i>TOTAL</i>								

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## *Instructions for Page 18*

- 2.6 – This table is similar to a checklist. Please place an “X” in the cells corresponding to the hours that your site is open each day of the week during the summer. Remember to total the hours for each row and each column (corresponding to the days of the week).
- 2.7 – Please indicate whether your site offers services during regular school hours when school is not in session (e.g., teacher in-service days, school holidays).
- 2.8 – Enter the total number of days (e.g., 180) that your 21<sup>st</sup> CCLC site was open during the school year and summer. Also, enter the total number of days that your site’s host school was open—excluding summer school (e.g., 182). The host school is the school at which your 21<sup>st</sup> CCLC program site operates.

2.6: **Summer.** Please fill in the number of **hours** the Center was open in a typical week during the summer. (Exclude hours the Center was open only during the school year.)

*Please place an "X" in boxes when the Center is OPEN during the summer.*

	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL
6 TO 7 A.M.								
7 TO 8 A.M.								
8 TO 9 A.M.								
9 TO 10 A.M.								
10 TO 11 A.M.								
11 A.M. TO 12 P.M.								
12 TO 1 P.M.								
1 TO 2 P.M.								
2 TO 3 P.M.								
3 TO 4 P.M.								
4 TO 5 P.M.								
5 TO 6 P.M.								
6 TO 7 P.M.								
7 TO 8 P.M.								
8 TO 9 P.M.								
LATER THAN 9 P.M.								
<i>TOTAL</i>								

2.7: Does your Center offer services during school hours when school is not in session (e.g., holidays, in-service days for teachers)?

☐ Yes      ☐ No

2.8: Describe the number of days the Center was open this past year.

What is the total number of....	# of Days
Days the Center operated during the school year	
Days the Center operated during the summer	
Number of days that your Center's host school was open	

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## *Instructions for Page 20*

### **SPECIAL EVENTS/NON-DAILY PROGRAMS**

**2.9 - Complete this table if your program is a special events/non-daily style program.** Special events/non-daily style programs typically serve students in middle or high school who drop-in to participate, and programs that offer services on an irregular basis (e.g., one-time only events, services that are available for 2-3 weeks periods at a time only, and activities set up for drop-ins as the standard participants). Regular attendance by the same set of students is often not expected by this type of program. Record (a) the total number of student attendees who attended the program fewer than 10 days and (b) the number who attended 10 or more days. Any student who attended 10 days or more is a **“regular attendee.”** [You will be asked to complete the academic achievement data tables for “regular attendees” only.]

### **DAILY/ SEMI-DAILY PROGRAMS**

**2.10 –Complete this table if your program is a daily or a semi-daily style program.** Daily or semi-daily programs operate on a regular schedule and offer services for participants who attend at least two or more weekdays. Record (a) the total number of student attendees who attended the program fewer than 30 days and (b) the number who attended 30 or more days. Any student who attended 30 days or more is a **“regular attendee.”** [You will be asked to complete the academic achievement data tables for “regular attendees” only.]

### **ALL PROGRAMS**

**2.11—**In this table, please record the number of students (regular and non-regular attendees) who participated in your program for the three categories listed (started this year and still participating, started last year and still participating, started this year and dropped out). Only students who attended an activity within the first month your program was open this year should be counted in these three categories. In order for a student to be considered as still participating, he/she must have attended your site within one month of when you record the reporting data. Please do not double count any student.

**2.12 –** Record the number of students in each of the listed special populations for the host school for your site and for those students who attended your program during both the academic year and any summer sessions. **Report data for regular attendees only (see 2.9 and 2.10).** You may record a duplicated count in this table (e.g., the same students are counted in more than one category). For example, an LEP student may also be eligible for free or reduced lunch. The total number of student regular attendees reported here should match the value recorded in chart 2.9 or 2.10.

The host school is the school at which your 21<sup>st</sup> CCLC site is operated. For reporting purposes, students with special education needs are students with physical or mental disabilities that require special attention in the classroom. In addition, LEP students are defined as students whose native or home language is not English or who are receiving formal LEP training during the regular school day.

2.9: If your program is a special events/non-daily program, please fill the chart below.

What is the number of student attendees who ...	# of attendees
Attended fewer than 10 days	
Attended 10 days or more (This is the # of <b>regular</b> attendees that you use IF the program is drop-in style)	
TOTAL	

OR

2.10: If your program is a daily or semi-daily program, please fill the chart below.

What is the number of student attendees who ...	# of attendees
Attended fewer than 30 days	
Attended 30 days or more (This is the # of <b>regular</b> attendees that you use IF the program is NOT drop-in style)	
TOTAL	

2.11 Retention

What is the number of student attendees (both regular and non-regular) who ...	# of attendees
Began this academic year and are still participating	
Began last academic year and are still participating	
Began this academic year and dropped out of the program	
TOTAL	

2.12: What are the characteristics of students served by your program?

What is the total number of ...	# of students in host school	# of student regular attendees (see 2.9 and 2.10)
All students (total)		
White		
Black or African American		
Asian		
Native Hawaiian or Other Pacific Islander		
American Indian or Alaska Native		
Hispanic or Latino		
Students who have special educational needs		
Students who are considered LEP		
Students who are eligible for free or reduced price lunch		
Students who are new to the school		

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## *Instructions for Page 22*

2.13 – Record the results from the Student Survey Part II. Additional responses from the student survey will be included in the academic achievement section.

## 2.13: Attendee Survey Results (Survey Part II):

Number of students surveyed: \_\_\_\_\_

	<b>What # of students reported that they...</b>	<b># Yes</b>	<b># No</b>
<i>Enjoyable:</i>	Like the 21 <sup>st</sup> CCLC program.		
	Look forward to attending the program.		
<i>High Quality:</i>	Feel comfortable talking to the 21 <sup>st</sup> CCLC staff.		
	Think there is someone available in the program to help when needed.		
	Think they are doing better in school since they started coming to the 21 <sup>st</sup> CCLC program.		

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## *Instructions for Page 25*

2.14 – Please complete the table using the options below. The information in this table is intended to describe each of the activities and services provided by your site in this table. You may select more than one response per activity for the following categories: Time Activity Offered, Staffing Level, Staffing Type, Academic Area, Activity in Legislation, and What Ages/Levels Served?

**Time Activity Offered** – For each activity/service you provide, select any/all of the following options that apply: After-school (A), Before School (B), Weekend (W), Summer (S), and/or Other (O).

**Primary Type** – For each activity/service you provide, select one of the following options that describes the activity's main focus: Academic (A) or Recreation (R). An academic activity is an activity with the primary purpose of improving students' achievement (e.g., mathematics tutoring, science labs, creative writing courses). A recreational activity is an activity with the primary intent of providing the student with exercise or enjoyment (e.g., softball).

**Staffing Level** – For each activity/service you provide, select any/all of the following options that apply describing the average teacher/supervisor to attendee ratio in the activity: One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:20 or more (L).

**Staffing Type** – For each activity/service you provide, select any/all of the following options that apply describing the composition of the staff conducting the activity: Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (C), Other student (S), and/or Other (O). A paraprofessional is a person who has received some training in teaching or counseling and assists other staff in an activity. College students include both undergraduate and graduate students. Other students include high school students volunteering or working at your center or any other student who is not attending either an undergraduate or graduate college.

**Academic Area** – For each activity/service you provide, select any/all of the following options that apply describing the academic area at which the activity is directed: Mathematics (M), Reading/English/Language Arts (R), Science (S), Social Studies (So), Art/Music (A), Other (O), or (NA) Non-academic content.

**Activity in Legislation** – The 21<sup>st</sup> Century CLC legislation lists thirteen categories of activities which sites might provide. For each activity/service you provide, select any/all of the following options that apply describing which of the thirteen areas in the 21<sup>st</sup> CCLC legislation that the activity includes: 1=Literacy Education, 2=Senior Citizen Programs, 3=Day Care, 4=Integrated Education, 5=School and Recreation Integrated during Summer or Weekends, 6=Nutrition/Health, 7=Expanded Library Hours, 8=Technology, 9=Parenting Skills, 10=Training, 11=Employment Counseling or Assistance, 12=Services for Non-graduates of Secondary Schools, 13=Services for Individuals with Disabilities.

**What Ages/Levels Served** – For each activity/service you provide, select any/all of the following options that apply describing what age attendees may participate in the activity: PreK, K-5, 6-8, 9-12, Adult (A), or Other (O). You may select Other if the grade distributions in your district do not match those that are provided.

**Average Daily Attendance** – Calculate the average daily attendance for each activity/service you provide. To find the average daily attendance, add up the numbers of students who attend each day



(e.g., 10 students were there on Monday, 15 on Tuesday, and 20 on Wednesday) and then divide by the number of days (e.g., divided by 3 to equal 15).

2.14: Please describe each of the services and activities funded by your 21stCCLC grant.

Activity/Services	Description of Activity/Service							Participation in Activity/Service		
	Time Activity Offered	Primary Type	Staffing Level	Staffing Type	Academic Area	Activity in Legislation?	What Ages/ Levels Served?	Average Daily Number of Attendees?	How Many Hours per Week Offered?	How Many Days Per Week Offered?
<i>Codes to use for completing the table:</i>	<i>After-school (A), Before School (B), Weekend (W), Summer (S), and/or Other (O).</i>	<i>Academic (A) or Recreation (R).</i>	<i>One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:20 or more (L).</i>	<i>Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (S), Other student (S), and/or Other (O).</i>	<i>Mathematics (M), Reading/English/ Language Arts (R), Science (S), Social Studies (So), Art/Music (A), Other (O), or (NA) Non-academic content.</i>	<i>1=Literacy Education, 2=Senior Citizen Programs, 3=Day Care, 4=Integrated Education, 5=School and Recreation Integrated during Summer or Weekends, 6=Nutrition/Health, 7=Expanded Library Hours, 8=Technology, 9=Parenting Skills, 10=Training, 11=Employment Counseling or Assistance, 12=Services for Non-graduates of Secondary Schools, 13=Services for Individuals with Disabilities.</i>	<i>PreK, K-5, 6-8, 9-12, Adult (A), or Other (O).</i>			

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## *Instructions for Page 27*

- 2.15 – This table describes linkages between your program and the regular day program of the host school. Please check all boxes that apply. For example, you may be working with a school staff member who is helping you to set goals, recruit students, communicate with center staff, provide feedback on students, and/or share pedagogical techniques. You may also be getting assistance from school custodial or other support staff to provide better services. If you have people at the school with whom you are working who are not included in the list, identify them in the “Other” row.
- 2.16 – This table describes collaboration between your program and community organizations (e.g., 4H, churches, YMCA, local businesses, universities, libraries, museums). Please indicate the name and type of organization and place a check mark in the column corresponding to the type of collaboration (e.g., working with you to set goals, raise funds, provide goods and services, and/or provide labor).

NOTE: You may have collaborators who work with all of your sites or contribute to the grant as a whole, please make sure to note these groups on the chart.

## 2.15: Linkages to School Day Program

*Please check all boxes that apply.*

	Nature of Linkages						
	Set Goals and Objectives	Recruit/Refer Students	Communicate School-day Curricula to Center Staff	Provide Feedback on Students	Share Instructional Practices	Works at Program	Other
Principals							
Teachers							
Guidance Counselors							
Coaches							
Support Staff							
Custodial Staff							
Other (Please identify:) _____							

## 2.16: Community Collaboration

*Please check all boxes that apply.*

Organization (Name or type)	Nature of Collaboration							
<i>List all community organizations with whom you collaborate.</i>	Set Goals and Objectives	Raise Funds	Provide Services/Goods (meals, nurse, advertising)	Provide Volunteer Staffing	Provide Feedback on Students	Share Techniques for conducting activities	Provide Paid Staffing	Other

# ACHIEVEMENT DATA

***(Each site director should complete one set of these forms in October)***

*If you are part of the April reporting period, this section is to be submitted in October. If you are in the October reporting period, submit all data in October.*

**Please report data only for regular attendees in this section (see 2.9 and 2.10).**

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## *Instructions for Page 30*

- 3.1 – This space is provided so that you may describe individual success stories from your 21<sup>st</sup> CCLC site or problems that you feel provide important information about your program's impact on students or the community. For example, you may want to focus on how your site has changed student and/or parent perspectives and been a positive influence on the lives of community members. You may also want to identify any problems that may have, in any way, hampered the success of your program. Providing information in this narrative box is optional, but it may prove beneficial should you feel that the previous questions in this section have failed to capture any information you believe to be useful.

### 3.1: Program Success Stories and Problems

Use the space below to report additional information on program successes and problems.

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## *Instructions for Page 32*

- 3.2 – Please use the “Achievement Testing” narrative box to provide information about the achievement tests that you use to assess progress in your program (if applicable). Include descriptions of how your 21st CCLC program uses the achievement test data, if you have used a comparison group from your school or another school or district to assess your students’ progress, etc.



### 3.2: Achievement Testing

What test(s) are used by your school district (please indicate the names of the test instruments)?

What do the test(s) assess (mathematics proficiency, etc)?

Which students complete the test (e.g., every grade, 4<sup>th</sup> and 8<sup>th</sup> grades only)?

What time of year is each test administered (e.g., June)?

How regularly is each test administered (e.g., every year, every other year)?

Are you using these data to assess the progress of your students (e.g., by comparing them with similar students from other schools)? If so, please describe your methods and results. Please use quantitative data, whenever possible, to supplement your descriptions.

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## *Forms for Programs Serving Elementary School Children*

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## *Instructions for Page 35*

- 3.3 – Indicate whether or not your site sampled students when completing the annual reporting forms. As stated in the Suggested Student Sampling Strategy found on Page 2, if your site has an enrollment of more than 200 regular attendees (see 2.9 and 2.10) you may select a sample of 200 students rather than reporting on all regular attendees (see 2.9 and 2.10).
- 3.4 – If you sampled students, describe the procedures you used to select your sample population. Describe the universe from which you drew the sample (e.g., total number of regular attendees), the sampling strategy used to select your sample population (e.g., Suggested Student Sampling Strategy or another strategy), and any other information you feel may be relevant.

## Sampling

3.3 Did you sample students for reporting purposes?

☐ Yes

☐ No

### 3.4: Sampling Procedures

*If you answered “yes” to the sampling question, please describe your sampling procedures. Include the size of the sample and the universe (e.g., total population) from which you sampled.*

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## *Instructions for Page 37*

**Report data for regular attendees only (see 2.9 and 2.10).**

**Report data for your elementary and middle or high school students separately.** For example, if your site serves grades K-8, you will complete one table for regular attendees who are in elementary school grades (K-5) and a second table for regular attendees who are in middle school grades (6-8) [see Middle/High section next].

3.5 –Please record data for regular attendees (see 2.9 and 2.10), indicating the number of regular attendees (see 2.9 and 2.10) whose grades have remained the same, or improved or decreased at least half a grade. A half grade change is defined as a change of 5 points up or down on a 100 point scale or a similar move on a E-S-U scale. For example, if a student moved from an “A-“ (90 points) in fall 1999 to an “A” (95 points) in spring 2000, s/he would be recorded in the “improved” column. Moves from C- to C, C to C+, C+ to B-, etc. are all considered half grade changes and would all be included in Table 3.5. Similarly, moves from an “U” to an “S” and others like it would be included.

For schools that provide conduct grades, please record the number of regular attendees (see 2.9 and 2.10) whose conduct/behavior grades have remained the same, or improved or decreased at least half a grade (e.g., movement from B to A, G to E, or U to S would be counted as an improvement).

Include only students who have information available at all applicable times.

3.5

Measure	# student regular attendees
Total number of regular attendees for whom you are reporting (see 2.9 and 2.10)	
<b><i>Math Grades</i></b>	
<b>Between the end of Fall 1999 and the end of Spring 2000, what # of students who are regular attendees...</b>	
Increased their math grade by half a grade or more	
Decreased their math grade by half a grade or more	
Neither increased nor decreased their math grades	
<b><i>Reading/English/Language Arts Grades</i></b>	
<b>Between the end of Fall 1999 and the end of Spring 2000, what # of students who are regular attendees...</b>	
Increased their reading/English/Language Arts grade by half a grade or more	
Decreased their reading/English/Language Arts grade by half a grade or more	
Neither increased nor decreased their reading/ English grades	
<b><i>Conduct Grades</i></b>	
<b>Between the end of Fall 1999 and the end of Spring 2000, what # of students who are regular attendees...</b>	
Increased their conduct grade by half a grade or more	
Decreased their conduct grade by half a grade or more	
Neither increased nor decreased their conduct grades	

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## *Instructions for Page 39*

**If no state or district test is already in place, we do not expect you to administer your own test and you are NOT expected to fill out the test score charts here.** We understand that many states do not give the same students the same standardized tests every year. If you do not have test scores for the same students on the same test for each year, then note that on the “Achievement Testing,” which appears at the beginning of this section.

- 3.6 – Please check here if you do not have any annual standardized test scores available for the same students over a two-year period.
- 3.7 – Record achievement test data for regular attendees in this table (see 2.9 and 2.10). For each measure (e.g., test scores, absences), include only students who have information available at each of the two requested time periods (i.e., this year and last year). For example, if you have previous and current year standardized test scores for 125 students out of 200 then report test scores for the 125 students only. The total number of students in each column should be equal for each measure. Data for the same students should appear in column A and column B. For this table, you will have to use your district’s or state’s minimum reading and mathematics assessments and standards. Check your district’s or state’s standards in reading and math for each grade level and note the minimum and highest levels of proficiency. Write down the number of students in the site who met or did not meet those standards. **Note: It is preferable that you use a standardized test score (e.g., ITBS, state assessment) as the achievement test and record the number of students at each level of proficiency and the year it was administered.**
- 3.8 – Record school day attendance data for all regular attendees (see 2.9 and 2.10) in this table (i.e., school year and summer attendees). When calculating absences, include excused and unexcused absences and count only whole days. Be certain to note the number of regular attendees (see 2.9 and 2.10) for whom you have data at both time periods.

3.6—Do you have standardized test score data for your regular attendees for the same test, administered two years in a row? ☐ Yes ☐ No

### 3.7: Achievement Test Data (Elementary School)

	COLUMN A	COLUMN B
<b>Achievement Tests</b>	<b># of regular attendees</b>	<b># of regular attendees</b>
<b>What is the number of student regular attendees (see 2.9 and 2.10) who...</b>		
<b>Reading:</b>	<b>1999- 2000 School Year</b>	<b>1998-1999 School Year (Same Test)</b>
<b>Below Grade Level</b> (i.e., did NOT meet the school district's or state's minimum reading standard, was "basic" level)		
<b>At Grade Level</b> (i.e., DID meet the school district's or state's minimum reading standard, was at "proficient" level)		
<b>Above Grade Level</b> (i.e., met the school district's or state's highest reading standard, was at "advanced" level)		
<b>Mathematics:</b>		
<b>Below Grade Level</b> (i.e., did NOT meet the school district's or state's minimum math standard, was "basic" level)		
<b>At Grade Level</b> (i.e., DID met the school district's or state's minimum math standard, was at "proficient" level)		
<b>Above Grade Level</b> (i.e., met the school district's or state's highest math standard, was at "advanced" level)		

### 3.8: Attendance Data (Elementary School)

<b>Attendance</b>	<b># of Regular attendees (see 2.9 and 2.10)</b>		<b>Total Number of Regular</b>
<b>What is the total number of student regular attendees (see 2.9 and 2.10).....</b>	<b>1999-2000 School Year</b>	<b>1998-1999 School Year</b>	<b>Attendees w/ data at both times</b>
<b>With excessive absences (over 10 days)</b>			
<b>Suspended (including in-school suspension)</b>			
<b>Repeating their current grade</b>			



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## *Instructions for Page 41*

- 3.9 – Record the results from the teacher survey. Indicate the number of school day teachers who reported that each of the listed behaviors improved or did not improve this past academic year for students who are regular attendees (see 2.9 and 2.10) at your 21<sup>st</sup> CCLC program site.
- 3.10 – Record the results from your Student Survey Part I. Indicate the number of student regular attendees who reported “yes” or “no” to the behaviors listed.

### 3.9: Teacher Survey Results (Elementary School):

Total Number of surveys completed: \_\_\_\_\_

		# Yes	# No
	<b>The # of student regular attendees (see 2.9 and 2.10) whose teachers report improvements in the following behaviors:</b>		
	Turned in homework on time.		
	Completed homework to your satisfaction.		
	Participated in class.		
	Volunteered (e.g., for extra credit or more responsibilities).		
	Attended class regularly.		
	Were attentive in class.		
	Behaved well in class.		
	Had classroom academic performance that was satisfactory or better.		
	Came to school ready/prepared to learn.		
	Got along well with other students.		

### 3.10: Attendee Survey Results - Survey Part I (Elementary School: 4<sup>th</sup> Grade and older ONLY):

Number of students surveyed: \_\_\_\_\_

		# Improved	# Decreased	# Stayed Same
	<b>What # of student regular attendees (see 2.9 and 2.10) improved, decreased or stayed the same on the following measures?</b>			
<i>Beneficial:</i>	Look forward to going to school.			
	Study hard for tests.			
	Feel safer after school.			
	Have parent(s) who talk to them about school or homework.			

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## *Forms for Programs Serving Middle/ High School Children*

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## *Instructions for Page 44*

- 3.11 – Indicate whether or not your site sampled students when completing the annual reporting forms. As stated in the Suggested Student Sampling Strategy found on Page 2, if your site has an enrollment of more than 200 regular attendees (see 2.9 and 2.10) you may select a sample of 200 students rather than reporting on all regular attendees (see 2.9 and 2.10).
- 3.12 – If you sampled students, describe the procedures you used to select your sample population. Describe the universe from which you drew the sample (e.g., total number of regular attendees), the sampling strategy used to select your sample population (e.g., Suggested Student Sampling Strategy or another strategy), and any other information you feel may be relevant.

## Sampling

3.11 Did you sample students for reporting purposes?

☐ Yes

☐ No

### 3.12: Sampling Procedures

*If you answered “yes” to the sampling question, please describe your sampling procedures. Include the size of the sample and the universe (e.g., total population) from which you sampled.*

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## *Instructions for Page 46*

**Report data for regular attendees only (see 2.9 and 2.10).**

**Report data for your elementary and middle or high school students separately.** For example, if your site serves grades K-8, you will complete one table for regular attendees who are in elementary school grades (K-5) and a second table for regular attendees who are in middle school grades (6-8).

- 3.13 – Record data for regular attendees only (see 2.9 and 2.10) indicating the number of attendees whose grades have remained the same, or improved or decreased at least half a grade. A half grade change is defined as a change of 5 points up or down on a 100 point scale. For example, if a student moved from an A- (90 points) in fall 1999 to an A (95 points) in spring 2000, he or she would be recorded in the “improved” column. Moves from C- to C, C to C+, C+ to B-, etc. are all considered half grade changes.
- 3.14 – Record data for regular attendees only (see 2.9 and 2.10) indicating the number of attendees whose grades have remained the same, or improved or decreased a quarter grade. A quarter grade change is defined as a change of .25 on a four-point scale and .30 on a five-point scale. For example, if a student moved from a 3.00 in fall 1999 on a four-point scale to 2.75 in the spring of 2000, he or she would be recorded in the “decreased” column.

**Include only students who have information available at all applicable times.**

**3.13: (Middle/High School)**

<b>Measure</b>	<b># student regular attendees</b>
Total number of regular attendees for whom you are reporting (See 2.9 and 2.10):	
<b><i>Math Grades</i></b>	
<b>Between the end of Fall 1999 and the end of Spring 2000, what # of students who are regular attendees (see 2.9 and 2.10)...</b>	
Increased their math grade by half a grade or more	
Decreased their math grade by half a grade or more	
Neither increased nor decreased their math grades	
<b><i>Reading/English/Language Arts Grades</i></b>	
<b>Between the end of Fall 1999 and the end of Spring 2000, what # of students who are regular attendees (see 2.9 and 2.10)...</b>	
Increased their reading/English/Language Arts grade by half a grade or more	
Decreased their reading/English/Language Arts grade by half a grade or more	
Neither increased nor decreased their reading/English/Language Arts grades	

**3.14 (Middle/High School)**

<b><i>Overall GPA</i></b>	<b># student regular attendees</b>
<b>Between the end of Fall 1999 and the end of Spring 2000, what # of students who are regular attendees (see 2.9 and 2.10)...</b>	
Had their GPA improve by a quarter of a grade or more	
Had their GPA decrease by a quarter of a grade or more	
GPA neither improved nor decreased by a quarter of a grade	

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## *Instructions for Page 48*

**If no state or district test is already in place, we do not expect you to administer your own test and you are NOT expected to fill out the test score charts here.** We understand that many states do not give the same students the same standardized tests every year. If you do not have test scores for the same students on the same test for each year, then note that on the “Achievement Testing,” which appears at the beginning of this section.

- 3.15 – Please check here if you do not have any annual standardized test scores available for the same students over a two-year period.
- 3.16 – Record achievement test data for regular attendees in this table (see 2.9 and 2.10). For each measure (e.g., test scores, absences), include only students who have information available at each of the two requested time periods (i.e., this year and last year). For example, if you have previous and current year standardized test scores for 125 students out of 200 then report test scores for the 125 students only. The total number of students in each column should be equal for each measure. Data for the same students should appear in column A and column B. For this table, you will have to use your district’s or state’s minimum reading and mathematics assessments and standards. Check your district’s or state’s standards in reading and math for each grade level and note the minimum and highest levels of proficiency. Write down the number of students in the site who met or did not meet those standards. **Note: It is preferable that you use a standardized test score (e.g., ITBS, state assessment) as the achievement test and record the number of students at each level of proficiency and the year it was administered.**
- 3.17 – Record school day attendance data for all regular attendees (see 2.9 and 2.10) in this table (i.e., school year and summer attendees). When calculating absences, include excused and unexcused absences and count only whole days. Be certain to note the number of regular attendees (see 2.9 and 2.10) for whom you have data at both time periods.



3.15—Do you have standardized test score data for your regular attendees for the same test, administered two years in a row? ☐ Yes ☐ No

### 3.16: Achievement Test Data (Middle/High School)

	COLUMN A	COLUMN B
<b>Achievement Tests</b>	<b># of regular attendees</b>	<b># of regular attendees</b>
<b>What is the number of student regular attendees who...</b>		
<b>Reading:</b>	<b>1999- 2000 School Year</b>	<b>1998-1999 School Year (Same Test)</b>
<b>Below Grade Level</b> (i.e., did NOT meet the school district's or state's minimum reading standard, was "basic" level)		
<b>At Grade Level</b> (i.e., DID meet the school district's or state's minimum reading standard, was at "proficient" level)		
<b>Above Grade Level</b> (i.e., met the school district's or state's highest reading standard, was at "advanced" level)		
<b>Mathematics:</b>		
<b>Below Grade Level</b> (i.e., did NOT meet the school district's or state's minimum math standard, was "basic" level)		
<b>At Grade Level</b> (i.e., DID meet the school district's or state's minimum math standard, was at "proficient" level)		
<b>Above Grade Level</b> (i.e., met the school district's or state's highest math standard, was at "advanced" level)		

### 3.17: Attendance Data (Middle/High School)

<b>Attendance</b>	<b># of Regular attendees (see 2.9 and 2.10)</b>		<b>Total Number of Regular Attendees w/ data at both times</b>
	<b>1999-2000 School Year</b>	<b>1998-1999 School Year</b>	
<b>What is the total number of student regular attendees (see 2.9 and 2.10).....</b>			
<b>With excessive absences (over 10 days)</b>			
<b>Suspended (including in-school suspension)</b>			
<b>Repeating their current grade</b>			

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## *Instructions for Page 50*

- 3.18 – Record the results from the teacher survey. Indicate the number of school day teachers who reported that each of the listed behaviors improved or did not improve this past academic year for students who are regular attendees (see 2.9 and 2.10) at your 21<sup>st</sup> CCLC program site.
- 3.19 – Record the results from your student survey (Part I). Indicate the number of student regular attendees who reported “yes” or “no” to the behaviors listed.

### 3.18: Teacher Survey Results (Middle/High School):

Total number of surveys completed: \_\_\_\_\_

	<b>The # of student regular attendees (see 2.9 and 2.10) whose teachers report improvements in the following behaviors:</b>	<b># Yes</b>	<b># No</b>
	Turned in homework on time.		
	Completed homework to your satisfaction.		
	Participated in class.		
	Volunteered (e.g., for extra credit or more responsibilities).		
	Attended class regularly.		
	Were attentive in class.		
	Behaved well in class.		
	Had classroom academic performance that was satisfactory or better.		
	Came to school ready/prepared to learn.		
	Got along well with other students.		

### 3.19: Attendee Survey Results – Part I (Middle/High School):

Number of students surveyed: \_\_\_\_\_

		<b># Improved</b>	<b># Decreased</b>	<b># Stayed Same</b>
	<b>What # of student regular attendees (see 2.9 and 2.10) improved, decreased or stayed the same on the following measures?</b>			
<i>Beneficial:</i>	Look forward to going to school.			
	Study hard for tests.			
	Feel safer after school.			
	Have parent(s) who talk to them about school or homework.			

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# *Appendix A: 21<sup>st</sup> CCLC Program Indicators*

- 1.1 Achievement Outcomes.** Students regularly participating in the program show continuous improvement in achievement through measures such as test scores, grades, and/ or teacher reports.
- 1.2 Behavior Outcomes.** Students participating in the program show improvements on measures such as school attendance and decreased disciplinary actions or other adverse behaviors.
- 2.1 Core educational services.** More than 85% of Centers will offer high quality services in at least one core academic area, e.g. reading and literacy, mathematics, and science.
- 2.2 Enrichment and support activities.** More than 85% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- 2.3 Community involvement.** Centers will establish and maintain partnerships within the community to increase levels of community collaboration.
- 2.4 Services to parents and other adult community members.** More than 85% of Centers will offer services to parents, senior citizens, and other adult community members.
- 2.5 Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.
- 3.1 High-need communities.** More than 80% of Centers are located in high-poverty communities.

# *Appendix B: Surveys*

## **Reminders regarding surveys:**

**Determining which teachers to survey:** For every student you have identified as a regular attendee, select one regular school day teacher to complete the teacher survey at the end of the year or program activity. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics **or** English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21<sup>st</sup> CCLC program staff, it is preferable to survey teachers who are not also program staff.

**When to give student surveys:** Give Part I to students **4<sup>th</sup> grade and above** before or immediately after they join the program. Give Parts I and II to students at the end of the year or program activity.

# Teacher Survey

## 21st Century Community Learning Centers

*Give this survey to students' teachers (see general instructions on page 1) at the end of the year or program activity.*

Name of student: \_\_\_\_\_

Grade/School: \_\_\_\_\_

Subject taught if middle or high school: \_\_\_\_\_

Over the past _____, has this student ...	Yes	No
Improved in turning in her/his homework on time.	<input type="radio"/>	<input type="radio"/>
Improved in completing homework to your satisfaction.	<input type="radio"/>	<input type="radio"/>
Improved in participating in class.	<input type="radio"/>	<input type="radio"/>
Improved in volunteering (e.g., for extra credit or more responsibilities).	<input type="radio"/>	<input type="radio"/>
Improved in attending class regularly.	<input type="radio"/>	<input type="radio"/>
Improved in being attentive in class.	<input type="radio"/>	<input type="radio"/>
Improved in behaving well in class.	<input type="radio"/>	<input type="radio"/>
Had classroom academic performance that was satisfactory or better.	<input type="radio"/>	<input type="radio"/>
Improved in coming to school ready/prepared to learn	<input type="radio"/>	<input type="radio"/>
Improved in getting along well with other students.	<input type="radio"/>	<input type="radio"/>

### Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0177** and will expire on **02/28/2003**. The time required to complete these forms is estimated to average 30.25 hours, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to:** U.S Department of Education, Washington, DC 20202-4651. **If you have any comments or concerns regarding the status of your individual submission of this form, write directly to:** Carol J. Mitchell, Office of Elementary and Secondary Education, U.S. Department of Education, Federal Office Building 6, 400 Maryland Avenue, SW, Room 5W252, Washington, DC 20202.

# Student Survey Part I

## 21st Century Community Learning Centers

*Give Part I to students 4<sup>th</sup> grade and above before or immediately after they join the program. Give Parts I and II to students at the end of the year or program activity.*

Name: \_\_\_\_\_

Grade/School: \_\_\_\_\_

	Yes	No
Do you look forward to going to school?	<input type="radio"/>	<input type="radio"/>
Do you study hard for tests?	<input type="radio"/>	<input type="radio"/>
Do you feel safer after school?	<input type="radio"/>	<input type="radio"/>
Do your parents talk to you about school or homework?	<input type="radio"/>	<input type="radio"/>

### Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0177** and will expire on **02/28/2003**. The time required to complete these forms is estimated to average 30.25 hours, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651. **If you have any comments or concerns regarding the status of your individual submission of this form, write directly to:** Carol J. Mitchell, Office of Elementary and Secondary Education, U.S. Department of Education, Federal Office Building 6, 400 Maryland Avenue, SW, Room 5W252, Washington, DC 20202.

# Student Survey Part II

## 21st Century Community Learning Centers

*Give Part II to students 4<sup>th</sup> grade and above at the end of the year or program activity.*

Name: \_\_\_\_\_

Name of activity: \_\_\_\_\_

I attend this activity about \_\_\_\_\_ days each week.

Thanks for participating in \_\_\_\_\_! We'd like to know what you thought about it. Please fill out all parts of this survey so we know if you enjoyed \_\_\_\_\_ and so we know what you thought about the quality of \_\_\_\_\_.

Enjoyable?	Yes	No
I like it.	<input type="radio"/>	<input type="radio"/>
I look forward to attending the program.	<input type="radio"/>	<input type="radio"/>

High quality?	Yes	No
I feel comfortable talking to the 21 <sup>st</sup> CCLC staff.	<input type="radio"/>	<input type="radio"/>
I think there is someone available in the program to help when I need it.	<input type="radio"/>	<input type="radio"/>
I think that I'm doing better in school since I started coming here.	<input type="radio"/>	<input type="radio"/>